CAMBRIDGE
OCR

Summary brochure

Performing arts qualifications

Whether it's about student progression to further studies or a career in the performing arts, our exciting qualifications designed for 14 to 19 year olds will meet a wide range of needs.

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ocr.org.uk/performingarts

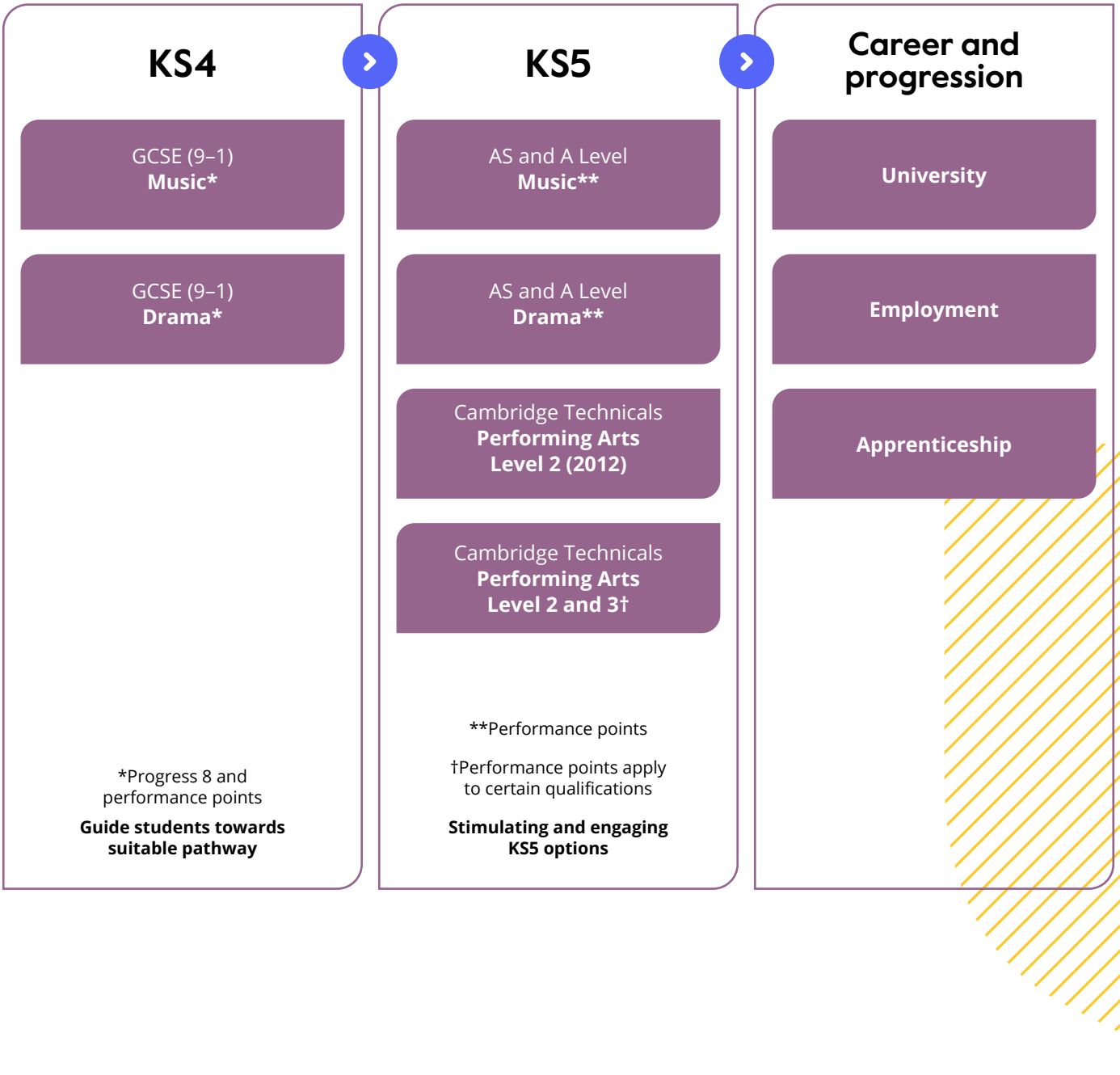
What's in this guide?

Pathways for performing arts	3
GCSE (9–1) Music	4
GCSE (9–1) Drama	5
AS and A Level Music	6
AS and A Level Drama and Theatre	7
Cambridge Technicals in Performing Arts	8
Supporting you in qualification delivery	10

A full suite of qualifications for 14 to 19 year olds

The creative industries are an important growth area in the UK, bringing significant cultural and economic benefits. We've designed our qualifications to ignite and engage your students' creativity, passion and interests. We also want them to be inspiring and enjoyable to teach, and we provide comprehensive resources to support you.

Pathways for performing arts



GCSE (9–1) Music

THE QUALIFICATION

With an emphasis on musicality and practical music making, our specification provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with five areas of study as they explore musical context, language, performance and composition.

The specification is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. It offers a range of opportunities to study diverse and traditional fields, with an integrated approach. We want to encourage students to experiment in their own performing, composing and listening as well as develop interest in and enthusiasm for all aspects of their musical heritage.

ASSESSMENT

There are two submission options – postal submission or electronic upload. The key features of the assessment include:

- An integrated performance and composition component with student choice of instrument – this is a non-exam assessment and completed during the course
- A practical portfolio that includes the board-set composition task and an ensemble performance – this is a non-exam assessment completed during the course
- An examined listening and appraisal component sat at the end of the linear course.

This is based on the areas of study and not set works to provide a musical and accessible examination.

READ MORE:

ocr.org.uk/qualifications/gcse/music-j536-from-2016

KEY INFORMATION

SPECIFICATION CODE:

J536

IDEAL FOR:

Students who want to go on to AS or A Levels, higher education or make a well informed career choice

PROGRESS TO:

This qualification provides the ideal foundation for students to progress to AS Level and A Level Music or Level 3 Cambridge Technical in Performing Arts

FINAL AWARD:

9 (highest) to 1 (lowest)

PERFORMANCE POINTS:

Yes

GCSE (9–1) Drama

THE QUALIFICATION

At the heart of this qualification is the opportunity for your students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

There's the chance for them to develop a range of theatrical skills and to work collaboratively to generate and communicate ideas and meanings through informed artistic choices.

Through the non-exam assessment, students can experiment and take risks with their work while developing their own style. There are no set texts in the 'presenting and performing texts' component. Our view is that, as a teacher, you should have the freedom to choose the ones that, in your professional opinion, are best suited to your students.

ASSESSMENT

Our GCSE (9–1) in Drama consists of three components. In summary:

- 'Devising drama' (01/02) is internally assessed. This component is a non-exam assessment and consists of a portfolio and a performance. Students can take on the role of performer or designer (lighting, sound, set or costume).
- 'Presenting and performing texts' (03) is externally assessed. This component is a non-exam assessment and consists of a performance showcase for a visiting examiner. The text for the non-exam component can be chosen by the centre. Students can take on the role of performer or designer (lighting, sound, set or costume).
- 'Drama: Performance and response' (04) is an examined component. Section A consists of short-answer questions relating to the study of a text. Section B is an extended response, analysing and evaluating a live drama performance.

KEY INFORMATION

SPECIFICATION CODE:
J316

IDEAL FOR:
Students who want to go on to AS or A Levels, higher education or make a well informed career choice

PROGRESS TO:
This qualification provides the ideal foundation for students to progress to AS Level and A Level Drama and Theatre or Level 3 Cambridge Technical in Performing Arts

FINAL AWARD:
9 (highest) to 1 (lowest)

PERFORMANCE POINTS:
Yes

READ MORE:
ocr.org.uk/qualifications/gcse/drama-j316-from-2016

AS and A Level Music

THE QUALIFICATION

The focus of these qualifications is on providing a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. They encourage students to broaden their musical horizons and understanding with areas of study that are designed to inspire and challenge them.

This specification will enable your students to explore performance and composition in greater detail. Through the various genres, styles and eras contained in our areas of study, they'll explore musical context, musical language and performance and composition skills. The AS and the A Level are designed to be co-teachable.

Areas of Study

- Instrumental music of Haydn, Mozart and Beethoven
- Popular song: Blues, jazz, swing and big band
- Instrumental jazz from 1910 to the present day
- Religious music of the Baroque period
- Programme music 1820 to 1910
- Innovations in music from 1900 to the present day.

At A Level, students can choose a specialism in performance or composition. The A Level also has options and pathways designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions.

KEY INFORMATION

SPECIFICATION CODE:

AS Level – H143
A Level – H543

IDEAL FOR:

Students who want to go on to higher education or make performing arts their career choice

PROGRESS TO:

Higher education, employment or apprenticeships

FINAL AWARD:

A* (highest) to E (lowest)

PERFORMANCE POINTS:

Yes

ASSESSMENT

The key features of the assessment include:

- A performance component – a non-exam assessment completed during the course and submitted to us at Cambridge OCR for assessment
- A composition component – a non-exam assessment completed during the course and submitted to us at Cambridge OCR for assessment
- An examined listening and appraisal component sat at the end of the linear course.

READ MORE:

ocr.org.uk/qualifications/as-and-a-level/music-h143-h543-from-2016

AS and A Level Drama and Theatre

THE QUALIFICATION

Our AS and A Level in Drama and Theatre provide real freedom for your students to experiment and take risks with their work while working on developing their own style.

The specifications also allow them to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre and to their own performance work.

They provide opportunities for students to examine drama and the work of others, to look at a range of drama as a practical art form, and to work independently to create their own performances, making informed artistic choices.

ASSESSMENT

AS Level

Students must complete two components (01/02 or 03/04 – Process to performance and 05 – Exploring performance). One is a non-exam assessment and one is a written paper. They develop a practical understanding of drama and theatre and apply this knowledge to their own performances. They can choose to be either a performer or a designer (lighting, sound, set or costume).

A Level

Students must complete four components, one from each component group. These groups are:

- Practitioners in practice
- Exploring texts for performance
- Analysing performance
- Deconstructing texts for performance.

Two are non-exam assessments (including one visiting examination) and two are written papers.

Students participate in the two performance components as either a performer or a designer (lighting, sound, set or costume). One is a performance from a text, the other a devised performance based on/influenced by their research into the work of others.

READ MORE:

ocr.org.uk/qualifications/as-and-a-level/drama-and-theatre-h059-h459-from-2016

KEY INFORMATION

SPECIFICATION CODE:

AS Level – H059
A Level – H459

IDEAL FOR:

Students who want to go onto higher education or make performing arts their career choice

PROGRESS TO:

Higher education, employment or apprenticeships

FINAL AWARD:

A* (highest) to E (lowest)

PERFORMANCE POINTS:

Yes

Cambridge Technicals in Performing Arts

ABOUT CAMBRIDGE TECHNICALS

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students **aged 16+**. They're designed with the workplace and progression to higher education in mind and provide a high-quality alternative to A Levels at Level 3. Qualifications at Levels 2 and 3 have a mixture of internal and external assessments and centres are allocated a visiting moderator.

Level 2

Our Level 2 Cambridge Technicals in Performing Arts (2012) qualifications aim to develop your students' skills and knowledge in preparation for further study or the workplace; they will develop technical and performance skills; as well as theoretical knowledge and understanding to underpin these skills. Plus, they will be equipped with the skills to be able to research, apply elements to their own performance and set out project proposals. They will also gain a range of transferable skills that will underpin freelance work in their chosen field and an understanding of how different businesses and organisations in the performing arts sector work. Designed in collaboration with industry experts, the qualifications focus on the requirements that today's employers demand.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, ensure these are focused qualifications. There are also job role-specific pathways for your students to choose from.

READ MORE:
ocr.org.uk/cambridgetechnicals

KEY INFORMATION

SPECIFICATION CODES:
Performing Arts Level 2 (2012) Certificate/Extended Certificate/Diploma – 05763, 05765, 05768

PERFORMANCE POINTS:
Performing Arts Level 2 (2012) Certificate/ Extended Certificate/Diploma – 05763, 05765, 05768 are not eligible for Key Stage 5 performance points

IDEAL FOR:
Students aged 16+

PROGRESS TO:
Level 3, apprenticeships, employment

Cambridge Technicals in Performing Arts

CAMBRIDGE TECHNICALS

Level 3

Our Level 3 Cambridge Technicals in Performing Arts qualifications help your students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

We have designed refreshing and exciting content that's up to date, engaging, fit for purpose and suitable for the needs of your students. To do this, we've consulted with universities, employers and industry specialists to make sure your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

Our qualification includes specific pathways for all performing arts specialisms: music, acting, dance, musical theatre, and theatre production. Each of these pathways has units specifically designed for the specialism and optional units that allow students to specialise even further.

An extensive range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on prepare to work in the performing arts sector, proposal for a commissioning brief, influential performance practice, arts administration, and original performance has resulted in focused qualifications. Depending on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications or A Levels, or may make up the bulk of a two-year study programme. Our diplomas have vocational pathways within them that students can follow (one pathway must be achieved).

READ MORE:

ocr.org.uk/cambridgetechnicals

KEY INFORMATION

SPECIFICATION CODES:

Performing Arts Level 3 (2016) Certificate/ Extended Certificate/Foundation Diploma/ Diploma/Extended Diploma – 05850–05853, 05876

Performing Arts Level 3 (2012) Certificate/ Introductory Diploma/Subsidiary Diploma/ Diploma/Extended Diploma – 05770, 05772, 05775, 05778, 05781

Note: Performing Arts Level 3 (2012) qualifications will be defunded in England from August 2020

PERFORMANCE POINTS:

All Performing Arts Level 3 (2016) qualifications are eligible for Key Stage 5 performance points

IDEAL FOR:

Students aged 16+

PROGRESS TO:

Higher education, apprenticeships, employment

UCAS POINTS:

Level 3 qualifications receive UCAS tariff points

Supporting you in qualification delivery

Our aim is to support you on your journey with us from initial enquiry right through to results. To help you get going, support you through delivery and allow you to develop professionally, we provide a massive range of support to help secure your students' futures.

SUPPORT AND RESOURCES

EXPERT SUBJECT ADVICE

Our subject advisors provide information and support to schools, including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities. You can reach them through our customer support centre on **01223 553998** or email **music@ocr.org.uk** or **drama@ocr.org.uk**
You can also find teacher support at **ocr.org.uk/performingarts**

TEACHING AND LEARNING RESOURCES

- **Teach Cambridge**
  Teach Cambridge is our personalised and secure website that provides teachers with a single point of access to all the support and resources you need to teach our qualifications.
- **Lesson elements**
  Task sheets and accompanying instructions for some of the activities in the delivery guide.
- **Skills guides**
  A range of generic skills guides providing knowledge and tips covering topics such as communication, research skills and exam techniques.
- **Topic exploration packs**
- **Teacher and delivery guides**
  A range of lesson ideas with associated activities that you can use with students to deliver the contents of the qualifications.
- **Transition guides**
- **Scheme of work**

SAMPLE LEARNER WORK

We've created sample learner work across the majority of our qualifications that will support you in understanding the expectations of the mark schemes.

PARTNER RESOURCES AND TEXTBOOKS

Our performing arts qualifications are supported by endorsed textbooks and resources published by leading publishers. You can find more details about our publisher partners and the resources they're providing at **ocr.org.uk/publishing-partners**

BLOGS

Read our performing arts blogs and gain interesting insights from our subject advisors and other leading figures from the world of performing arts education.

KEEP UP TO DATE

Sign up today at **ocr.org.uk/signup** for Cambridge OCR updates including subject news, upcoming events and useful resources.

ASSESSMENT

ACTIVE RESULTS

This is a **free** online A Level, GCSE and Cambridge Nationals results analysis service to help you review the performance of individual students or your whole school. Active Results provides access to detailed results data, enabling more comprehensive analysis of results to give you a more accurate measure of the achievements of your centre and students. Find out more at **ocr.org.uk/activeresults**

ASSESSMENT MATERIALS

Sample question papers and sample candidate work.

PAST PAPERS

You and your students can practise with previous examination papers for each subject.

PROGRESS TRACKER

An Excel-based tracking tool to help you monitor students' progress throughout the qualification.

CANDIDATE EXEMPLARS

A selection of candidate style answers and work with associated examiner commentary.

MODEL ASSIGNMENTS

Model assignments provide a scenario and set of tasks that enable you to assess your students against the requirements specified in the grading criteria.

ACCESS TO SCRIPTS

A **free** service for exams officers to download copies of your students' completed question papers.

TRAINING AND PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT TRAINING AND EVENTS

All our qualifications are supported with comprehensive training. Check out **ocr.org.uk/professionaldevelopment** to find out what's available for face-to-face or online training courses.

Join our teacher panel

Share valuable feedback on everything from creative concepts to teaching and support resources.

ocr.org.uk/join

Next steps

Step 1

Already a Cambridge OCR centre? Great, you're all set.

If not, call our Customer Development Team on 02476 856072

Step 2

Ask your exams officer for access to **Teach Cambridge**

teachcambridge.org

Step 3

Download the specification and check out our range of resources

Step 4

Keep up-to-date by signing up for email updates

Step 5

Book onto professional development events and **teacher networks**

ocr.org.uk

For more information visit
ocr.org.uk/performingarts
facebook.com/cambridgeocr
instagram.com/cambridgeocr
linkedin.com/company/cambridgeocr
tiktok.com/@cambridgeocr
x.com/OCR_PerformArts
youtube.com/cambridgeocr

Call our customer support centre on
01223 553998

Alternatively, you can email us on
music@ocr.org.uk
drama@ocr.org.uk

Visit our online support centre at
support.ocr.org.uk

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